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ABSTRACT

This booklet discusses the "whole language" approach to language instruction, which teaches students "from whole to part" through the integration of the language processes of reading, writing, speaking, and listening with an emphasis on meaning and purpose. The booklet explains what whole language is, describes its use in the teaching/learning process, summarizes the research related to its effectiveness, and discusses how it can be used appropriately in the teaching/learning process. The booklet's six sections are as follows: (1) What Is Whole Language? (discussing skills-based instructional approaches and a whole language approach to instruction); (2) Whole Language Strategies (the learning environment, instructional strategies, and phonics in whole language); (3) Whole Language Assessment (types of whole language assessment, and accommodating whole language assessment to standard grading requirements); (4) Research Relating to Whole Language Instruction (whole language studies, instructional strategies and grade levels, different learning styles, learning disabled students, at-risk first graders, disadvantaged students, and bilingual and culturally sensitive programs); (5) Implementing a Whole Language Program (the role of teachers and administrators, role of the school board, role of parents, and a combined approach to language instruction); and (6) Concluding Remarks. Fifty-nine references are attached. (SR)

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